

# **CHAPTER I**

## **INTRODUCTION**

This chapter explains about background of study, statements of problem, purpose of study, significance of study, scope and limitation, and definition of key terms. Each section is presented as follows.

### **1.1 Background of Study**

English is easily found in Indonesia. English is used to build wider communication between people across nations. In Indonesia, English is taught in basic primary school and secondary school. Teaching English as a foreign language in Indonesia is important because English is tested in National Examination. The goal of teaching English as a foreign language is for communication. Students are expected to master four basic language skills which are reading, writing, listening and speaking. Those skills are divided into two types, which are receptive and productive skills. Receptive skill means the way people understand the meaning, it includes reading and listening skills. While productive skill refers to the way people produce the language for communication. According to Harmer (2007), receptive and productive skills work together in different ways. It means what people see and hear influence their way of thinking. Therefore, when people often received the language, they will produce the language more.

Mostly, people use verbal communication in their society. Speaking is one of verbal communication which is used in daily activities. The function of speaking is to express opinion, idea, and information in meaningful way. That is

why, speaking skill is important. In communication, people need a specific language for specific purpose, such as English for education, marketing, and so on.

Speaking proficiency is needed to make other people understand the information given. In verbal communication, people need to pay more attention to accuracy and fluency. Accuracy refers to the word formation that carries meaning and information. On the other hand, fluency means the way people speak. Fluency includes pronouncing the word correctly, using stress and intonation in appropriate word and connecting the conversation. Different word formations carry different meaning and perspective. To get students speak actively in front of the class is not easy.

According to Brown (2000), student's motivation is a big issue in learning English as a foreign language. Students may have difficulties to see the relevance of English to their daily lives. They rarely use English in their activity. Class hours may be the only time they use the language. There are some problems faced in learning speaking skill. Some students are shy to share their opinions or ideas in front of their classmates. Some of students more confident speak in a small group or in a pair. Moreover, they are worry about making mistake in pronouncing the words and making mistake on language structure. Many of them need to learn more about English vocabulary to connect their speech.

The use of language takes an important part in learning process. Considering the students' difficulties in learning speaking, the role of teacher is very important. According to Harmer (2007), one of teacher's roles as a participant is teacher participates during students' discussion, role-play or group-

decision making activities. In this classroom activity, teacher does not only act as a controller who manages the discussion, but he/she joins the discussion to explore students' understanding and lets them share their opinions. In the classroom activities, teacher and students interact to build good atmosphere. Language as a tool is used for communication. Therefore, teacher has to use simple and meaningful sentences to encourage students to be active in classroom activities. Teacher has to use communicative language to make students easy to understand the subject matter. Communicative activities are needed to make students practice the language they learned. The use of code switching, for instance, can be a good way for the teacher to help students learning the language.

Wardaugh (2006) states that code switching is particular code that is chosen to speak and also decided to switch from one code to another code. Code switching refers to a selected system or code in conversation that switched from one code to another. Mostly, code switching is used by bilingual or multilingual people to create a new code. Moreover, code switching makes the listener have better understanding. Code switching indicates a change in the social situation and takes a positive account of the presence of a new participant. It is as a signal of group membership and share ethnicity and solidarity with an addressee. Even the speakers who are not proficient in second language, they may use brief phrases and words for this purpose (Holmes, 2013: 35). A recent study (Mesthrie, et.al, p.171) concluded that there are some benefits of code switching.

- 1) Code switching fulfills certain function in a social interaction;
- 2) Code switching allows the speaker to access different social identity;
- 3) Particular code

switching may be meaningful; 4) Code switching may have a function as an attempt to initiate a change to relationship; and 5) Code switching allows speakers to speak by their own way and negotiate identities in relation to others.

The phenomenon of code switching happens in SMP Negeri I Dau. It is one of junior high school that employed code switching in teaching English. The teacher is allowed to use more than one language in teaching English, especially for teaching speaking skill. Mostly, teacher uses Bahasa Indonesia and English in teaching speaking skill. Moreover, this study is expected to give some benefits of Code Switching as one of strategy in teaching English.

The phenomenon of code switching has already been investigated in several previous studies. For instance, a research identified code switching that is used by the teacher and the students in English classroom instruction at Palapa English course in Sumenep-Madura which was conducted by Anita (2007). She found that the teacher and students used code switching in phrase form or in sentence, they spoke Bahasa Indonesia and English. There are four kinds of code switching are used by the teacher based on terminology. First is based on topic, there are situational code switching and metaphorical code switching. Second is based on scope of setting, there are intra-sentential code switching, inter-sentential code switching and tag question. Third, based on permanent code switching, there are permanent and temporary code switching. Fourth, based on language used, there are internal and external code switching.

Considering the previous study conducted by Anita and the importance of code switching for English classroom, the writer is interested in investigating the

use of code switching in English Class for the eight grade students of SMP Negeri I Dau.

### **1.2 Statement of Problem**

This study is conducted to collect detailed information about students' responses toward code switching used by the teacher in teaching English for the eight grade students of SMP Negeri I Dau. The research problems are formulated as follows:

1. How is code switching used in English Class for the eight grade students of SMP Negeri I Dau?
2. What are the students' responses towards the use of code switching in teaching English?

### **1.3 Purpose of Study**

Based on the statement of problems, the purposes of the study are stated as follows:

1. To know how code switching is used in English Class for the eight grade students of SMP Negeri I Dau.
2. To know the students' responses towards the use of code switching in teaching English.

### **1.4 Significance of Study**

The finding of this study is expected to enrich the knowledge of sociolinguistic field, especially the use of code switching in English learning context. Furthermore, the finding of this study is expected to give some benefits

for teacher and students. By knowing students' responses toward the use of code switching in English Class, teacher considers to use code switching in teaching English. Students are expected get the benefits of code switching. The use of code switching may improve students' motivation to speak, because they do not need to worry about having to use English all the time.

### **1.5 Scope and Limitation**

This study focuses on analyzing code switching on the use of English and Bahasa Indonesia used by the teacher in teaching English in SMP Negeri I Dau. In addition, this study only involves the eight grade students of SMP Negeri I Dau.

### **1.6 Definitions of Key Terms**

To avoid misunderstanding, the key terms are explained as follows:

1. *Code* is any kinds of system used by two or more people for communication (Wardhaugh: 2006).
2. *Code Switching* is particular code that is chosen to speak and may also decide to switch from one code to another code (Wardhaugh: 2006).
3. *English Class* is a subject of language study (Harmer: 2007).